

# **The IASA Self-Assessment Tool**

## **Appendix C — Title I Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or at Risk of Dropping out**

### **Authorizing Statute**

Public Law 103-382 (*Improving America's Schools Act*)

### **Target Population**

Children and youth in institutions or community day programs for neglected and delinquent children, youth in adult correctional facilities or children and youth at risk of dropping out.

### **Purpose**

The purpose of these programs is to:

- improve educational services to children in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet Arizona's Academic Standards that all children in the state are expected to meet;
- provide such children and youth with the services needed to make successful transition from institutionalization to further schooling and employment;
- prevent at-risk youth from dropping out of school; and
- provide dropouts and youth returning from institutions with a support system to ensure their continued education.

### **Program Description**

Services provided with Part D funds are designed with the expectation that the neglected, delinquent, and at-risk children and youth who participate will meet the same challenging academic and content standards expected of all children and youth and acquire the knowledge and skills they will need to become economically self-sufficient and lead productive lives.

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Congress enacted Part D recognizing that:

- a large percentage of youth in the juvenile justice system have poor academic achievement and have often dropped out of school;
- there is a strong correlation between academic failure and involvement in delinquent activities; and
- addressing the educational needs of at-risk youth in school can help reduce the dropout rate and involvement in delinquent activities.

### Parameters

Subpart 1 authorizes the state agency Neglected or Delinquent (N or D) program, which provides federal financial assistance to state agencies that operate educational programs for children and youth in institutions or community day programs for N or D children and for youth in adult correctional facilities.

- Children and youth counted for allocation must be enrolled in a regular program of instruction for at least 15 hours per week (if in an adult correctional facility) and 20 hours per week (if in an institution or community day program for N or D children).
- N or D institutions may operate institution-wide programs that enable them to use Part D, Subpart 1 funds in combination with other federal and state education funds.
- State agencies must reserve funds for transition services for N or D youth following release from an institution or program.

Subpart 2 creates a program that provides assistance to LEAs to serve children and youth who are in locally operated correctional facilities (including institutions for delinquent children) or are at risk of dropping out of school. State Educational Agencies (SEAs) award Subpart 2 funds to LEAs with high numbers or percentages of youth residing in correctional facilities to conduct programs that provide an array of services to meet the special needs of at-risk children and youth. Subpart 2 also authorizes the SEA to reduce or terminate funding after three years for projects in LEAs if LEA-based programs show no progress in reducing school dropout rates, and requires correctional facilities or institutions for delinquents operating Subpart 2 programs to demonstrate progress in increasing the number of youth who return to school, obtain a high school diploma (or its equivalent), or gain employment after their release.

Subpart 3 of Part D also requires LEAs and state agencies to evaluate their programs at least once every three years to determine their impact on student achievement, using multiple and appropriate evaluation measures.

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## **Collaborating Programs**

Title I, Title II (Eisenhower Professional Development), Title IV (Safe and Drug-Free Schools and Communities), Title VI (Innovative Education Program Strategies), and Title VII (Bilingual Education)

## **Application Process**

Non-competitive, formula-based. Neglected and delinquent student counts are based on surveys sent to state agencies, institutions, community day programs, and LEAs serving N or D children and youth. Applications are available in April, due to the ADE in May.

## **Grant Period**

The year of each grant runs from July 1 to the following June 30. Carry-over funds may be spent over a period of 27 months.

## **Eligible Sub-recipients**

LEAs, including charter schools, and state agencies serving N or D children and youth.

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**Local Education Agency (LEA)**  
**Prevention and Intervention Programs for Children and Youth**  
**Who are Neglected, Delinquent, or At Risk of Dropping Out**  
**(IASA Title I, Part D, Subpart 2 - Local Agency Programs)**

**PART A: PROGRAM COMPLIANCE**

*(Check responses agreed on by your self-assessment team.)*

		Yes	No	In Progress	Evidence
<b>Local Education Agency (LEA) Applications (Section 1423)</b>					
1)	The LEA has submitted an application and received funds for program assistance through Title I Part D.				
1)	The application includes:				
a)	a program description;				
b)	description of a formal agreements between:				
1)	the LEA; and				
2)	correctional facilities and alternative school programs;				
c)	as appropriate, a description of how participating schools will coordinate with facilities working with delinquent youth to ensure that such youth receive services comparable to those provided in a local LEA;				
d)	a description of the LEA's dropout prevention program and the types of services to be provided to at-risk youth in schools and those returning from correctional facilities;				
e)	as appropriate, a description of the youth expected to be served by the dropout prevention program and how the LEA will be coordinating existing educational programs to meet unique education needs;				

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*(Check responses agreed on by your self-assessment team.)*

		Yes	No	In Progress	Evidence
f)	as appropriate, a description of how schools will coordinate with existing social and health services to meet the needs of students at risk of dropping out of school i.e., prenatal health care, nutrition services, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility;				
g)	as appropriate, a description of any partnerships with local businesses to develop training and mentoring services for participating students;				
h)	as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;				
i)	a description of how the program will be coordinated with other federal, state, and local programs, such as programs under the Job Training and Partnership Act and vocational education programs serving this at-risk population of youth;				
j)	a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;				
k)	as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities;				
l)	a description of efforts participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program; and				
m)	as appropriate, a description of the steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.				

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*(Check responses agreed on by your self-assessment team.)*

		Yes	No	In Progress	Evidence
<b>Use of Funds (Section 1424)</b>					
1)	Title I Part D funds are used, where appropriate, for:				
a)	Dropout prevention programs which serve youth at educational risk, including pregnant and parenting teens, youth who have come in contact with the juvenile justice system, youth at least one year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency and gang members;				
b)	The coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care and drug and alcohol counseling, will improve the likelihood such individuals will complete their education; and				
c)	Programs to meet the unique education needs of youth at risk of dropping out of school, which may include vocational education, special education, career counseling, and assistance in securing students loans or grants.				
<b>Program Requirements for Correctional Facilities Receiving Funds (Section 1425)</b>					
1)	Each correctional facility that has an agreement with an LEA:				
a)	where feasible, ensures that educational programs in juvenile facilities are coordinated with the student's home LEA, particularly with respect to special education students with an individualized education program;				
b)	notifies a youth's LEA if the youth needs special education services while in the facility;				
c)	where feasible, provides transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;				
d)	provides support programs which encourage youth who have dropped out to reenter school once their term has been completed or provides such youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;				

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***(Check responses agreed on by your self-assessment team.)***

	Yes	No	In Progress	Evidence
e) works to ensure that facilities are staffed with teachers and other qualified staff who are trained to work with children with disabilities and other students with special needs;				
f) ensures educational programs in correctional facilities are related to assisting students meet high educational standards;				
g) uses, to the extent possible, technology to assist in coordinating educational programs between the juvenile facility and the community school;				
h) where feasible, involves parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;				
i) coordinates funds with other local, State, and Federal funds available to provide services to participating youth, including funds under the Job Training Partnership Act, and vocational education funds;				
j) coordinates programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and				
k) if appropriate, works with local businesses to develop training and mentoring programs for participating youth.				

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*(Check responses agreed on by your self-assessment team.)*

		Yes	No	In Progress	Evidence
<b>Program Evaluation (Section 1431)</b>					
1)	The LEA conducts a program evaluation at least once every three years.				
2)	The evaluation includes a disaggregation of participation data by gender, and if feasible, by race, ethnicity, and age.				
3)	The program evaluation assesses the impact on the participant's ability to:				
	a) maintain and improve educational achievement;				
	b) accrue school credits that meet State requirements for grade promotion and secondary school graduation;				
	c) make the transition to a regular program or other education program operated by a local educational agency; and				
	d) complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the institution.				
4)	The evaluation uses multiple and appropriate measures of student progress.				
5)	The LEA submits the results of the evaluation to the Arizona Department of Education.				
6)	The LEA uses the results of evaluations to plan and improve its programs for participating children and youth.				



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### PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK OF DROPPING OUT

1. Assistance is needed for the following components:  
(List or specify that no assistance is needed.)

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2. The contact person to arrange the assistance is: \_\_\_\_\_  
(Name and Phone Number)

3. The type of assistance needed includes:  
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development  
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other \_\_\_\_\_  
(Please specify)